

COMMON SCHOOL ADVOCATE.

PUBLISHED FOR GRATUITOUS CIRCULATION.

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ECLECTIC READERS.

We understand that some persons have been apprehensive lest they might not be able to obtain constant supplies of these valuable School Books.

For the information of such, we would state, that since their first publication the sale of them has been uninterrupted: and it gives us pleasure further to state that the publishers have materially enlarged their manufacturing facilities, by which they may now issue one thousand volumes per day of the Series, should necessity require.

The demand for these Books is very heavy; but none need apprehend that the supply will not be commensurate with the demand.

For further particulars see last page.

From the *Educator*.
BARON CUVIER.

We abridge from the Foreign Quarterly Review, the following narrative of the life and labors of this distinguished man.

[CONCLUDED.]

"Four years had scarcely elapsed when the assistant of M. Mertrud began to publish his immortal lectures on comparative anatomy, the second edition of which, in its commencement, now lies before us, and to which we shall return. Those lectures were closely connected with that noblest monument to his memory, the cabinet of anatomy in the Jardin des Plantes, or Jardin du Roi. Whatever Cuvier taught in his lectures he endeavored to demonstrate by positive proof; and aided by zealous assistants, formed under his own tuition, he brought together the richest collection that has ever yet been amassed. This collection, and the labors directed to it, led to still greater discoveries with regard to geology; and advanced to maturity those ideas which had frequently occurred to him in a very early, and in fact in every stage of investigation. Considering that each being formed a complete system destined by nature to play a distinct part, and all the portions of which are linked to each other. Cuvier conceived that so necessary a co-

relation of forms must exist between them, that none of them could be modified without influencing the whole, and that each modification suffices in itself to make known the rest; he thence concluded that each bone of the skeleton of an animal must bear the characters of its class, order, genus, and even species. Applying this doctrine to the determination of various bones which had been found under the soil, he it was who first ascertained that these relics belong to extinct races. Further research led to a fact still anticipated, which was, that the differences between recent and fossil animals augment according to the age of the strata in which they lie, and become a chronological table of the formation of the earth."

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"The memoirs composing the work to which we have been alluding, were published at separate times, and were first collected into a whole in the year 1811; we have seen that M. Cuvier only commenced his labors in 1795, when he was called to Paris. This interval had produced many events of the utmost importance to himself as well as others, and natural history had been far from forming the sole object of his exertions. 1796 he was created a member of the newly organized National Institute. In 1798 proposals were made to him to accompany the expedition to Egypt; and whether to accept or reject them was a hard struggle; on the one hand, he was tempted by the love of travelling and research, the delight of exploring a new and comparatively unknown country; and on the other, he felt that his presence at home was absolutely necessary, in order to continue the labors he had so happily begun; the latter alternative prevailed, and fortunately for science he remained at the Jardin des Plantes. In 1800 he was appointed Professor at the College de France, when he resigned his place at the Pantheon; in the same year he was also made Secretary to the Academy of Sciences, an office which was resigned every third year. In 1802 he was elected one of the six inspectors-general of education, and was sent to Marseilles, &c., to found the Royal Colleges; in the following year the secretariats of the Institute were made perpetual, and M. Cuvier was appointed to that of the Academy of Sciences with an increase of salary; in order, as Napoleon said, to enable the secretaries to entertain distinguished foreigners at their houses. On receiving this M. Cuvier resigned his inspectorship. Another, for him, most important

event took place this year, namely his marriage with Madame Duvaucel, a step that ensured him the most uninterrupted conjugal happiness for life. In 1804 a son was born, but shortly after died. In 1808 he was named Counsellor to the University; in 1809 he was sent to organize the academies of the Italian States; in 1811 he received the title of Chevalier, and visited Holland for the purpose of establishing and directing the academies of that country.

The mere mention of the places thus early held by M. Cuvier, will show how rapidly his duties increased; but amid them all he never for one moment lost sight of the great works we have already mentioned, viz: the classification of the Regne Animal, the increase of the collection of zoology, the formation of the collection of comparative anatomy, the improvement of his published lectures from his own observations, the collection of fossil remains, and the study of these and the strata in which they lie; and yet each appointment had brought with it an amount of occupation, which an ordinary man would have thought singly sufficient. As secretary to the Institute he had become the biographer of the Academy of Sciences, a portion of his labors in itself sufficient to immortalize him. The *Eloges*, written and read by him in public, are now collected into three octavo volumes, and materials exist for a fourth. In these works we see a mind equal to the subject of his memoir; and private occurrences when they bear upon these services, yet with a delicacy almost amounting to tenderness; allowance is made for the influence of circumstances; and the beauties and perfections of a character are placed in the most prominent light. In these, as in all his other writings, as well as actions, M. Cuvier shows himself to have been perfectly free from jealousy; every one received the due meed of praise even for labors rivalling his own, for if science was advanced he cared not by whom. The beauty of the language and the eloquence of the style make these *Eloges* perfect models of composition.

Besides the *Eloges*, M. Cuvier was charged with constant reports to the Academy upon each memoir or work submitted to it; and in 1802 he was deputed to the task of giving an annual analysis of the transactions of that body, a duty which he continued to perform to the last year of his life. There is no part of his works which so completely shows the universality of his comprehension and acquirements as those reports.—Not only was he obliged to understand each

subject, but to embrace its connexion with the past, and its bearings upon the future; the whole range of natural science came before him, and seems to have been enough to fill up his life without leaving room for his own great endeavors. His language was so clear and precise in those analyses, that many scientific men were afterwards glad to adopt his descriptions rather than their own for revealing their discoveries to the world. They have been thrown together and published as a supplement to the edition of Buffon arranged by M. Richard, of which they form two octavo volumes. Besides these Cuvier wrote, by command of the Emperor, a complete history of natural science from the year 1789 to 1800.

In 1817 appeared the first edition of the *Regne Animal*, or the completion of the *Tableau elementaire*; it was at first hesitatingly adopted in Germany, but is now become the great classical book for the study of zoology. Since the year 1811 the life of M. Cuvier had been chequered by the death of his children, and by a fresh routine of appointments; in 1813 he had been sent to Rome to re-organize the University there, a more difficult task than which can scarcely be imagined, for so decided a Protestant as himself could hardly expect to be well received by Catholics. His natural tact and benevolence, his enlightened tolerance and indulgence however, so far succeeded, that even when the influence of France ceased in that city, most of the meliorations introduced by Cuvier were retained. It was in this year that the Legislative powers and acquirements were first drawn forth, and his early studies for this, his former destination, brought into use, in consequence of his appointment as *Maitre des Requetes*. Such was the confidence reposed in him, that the Emperor not only intended making him tutor to his Son, and ordered him to draw up a list of books as a preliminary step, but sent him on an extraordinary mission to the left bank of the Rhine, in order to take the measures best calculated to oppose the invasion of France. In each of those honorable employments he was disappointed by the rapid and unforeseen advancement of the allied troops, and by the ruin of Napoleon. A greater reproof however of the Emperor's penetration could scarcely have been given; he did not view M. Cuvier solely as the man of science, but he saw in him that genius which adapts itself to all exigencies, that uncompromising integrity which accompanied all his actions, and that firmness of purpose which had been one of the secrets of his advancement. In 1814 he made him a Counsellor of State; and to the honor of Louis XVIII., he was by him reappointed to the same office, and occasionally employed both then and afterwards as *commissionaire du Roi*; he was also named *Chancellor of the University*, and would he have changed his religion, he might have received the

office of Grand Master. The first important use which Cuvier made of his legislative authority was in 1815, when he procured considerable amendment in the criminal laws, and of those belonging to the *Prevotal Courts*. Many families have reason to bless his interference in the latter, for had he not opposed some of the clauses with all his energy, and persuaded certain of his colleagues to do the same, offences long passed over would have been dragged to light, and the victims would have been the innocent and unsuspecting.

In 1828 appeared the first and second volumes of the great work on Ichthyology, to the peculiar study of which M. Cuvier had been led by his always progressing preparations for his great treatise on Comparative Anatomy. In the mean while he had been advancing in honors and places under the Bourbons, though not perhaps so rapidly as if Napoleon had still been the ruler of France, on account of the religion to which he steadily adhered. In 1818 Louis offered him the Ministry of the Interior, but he thought proper to decline it. At that period he made his first visit to England, an occurrence of which he delighted to converse, and the animated recollection of which seemed to be always fresh in his memory. It was also in 1818 that he was elected Member of the *Academie Francaise*, and his discourse on his reception was remarkable for its extreme beauty and elegance."

"In 1828, besides the two volumes on Ichthyology, he published the Latin notes and annotations on Pliny's Natural History, and it was also in the same year that the severest calamity which could befall a parent, gave a different coloring to his feelings, and tinged the whole of his after-life with sadness; this was the death of his daughter, the only surviving child of four. Mademoiselle Cuvier died of rapid consumption, a few days after that which had been appointed for her marriage. This gifted creature had been the light and joy not only of his existence, but of all around her; so talented, so excellent, so beautiful, and so affectionate, that it was no wonder that the mighty heart which had withstood all else with firmness, was torn asunder by her loss; Cuvier secluded himself for a time, but roused to a sense of his duties by a consciousness of their importance, he worked harder than ever, hoping by this means to cure a wound which never healed. The affectionate cares of his admirable wife and step-daughter were if possible increased; and he returned their devoted affection with interest. It was perhaps owing to their efforts, that he was enabled to pursue his studies; a proof of which perseverance came out in 1829, in the form of a second edition of the *Regne Animal*, containing various modifications and additions, so as to bring it on a level with the latest discoveries. To this succeeded the third and fourth

volumes of his Ichthyology. In 1830 he resumed his lectures at the *College de France* published volumes five and six of the Ichthyology, and in a short interval of relaxation, paid a second visit to England. He had long received permission to do so from his sovereign, a permission which, from the multitude and importance of his places, it was not only difficult to obtain, but still more so to enjoy; delays had taken place in consequence of some affairs at the Institute, so that by chance he started precisely on the morning of that day, in which the last revolution in France was declared. He had rejected every idea of any serious outbreaking of the spirit of discontent, which the famous *ordonnances* had evidently stirred up; he was of opinion, that it was a chronic malady which would take time to cure, and leaving his wife under the care of her only surviving son and family, he departed wholly unconscious of the projected explosion. No certain intelligence of the great change reached him until he arrived at Calais, where he remained, in order to receive from the capital, news on which he could rely. That he could not return with papers signed by Charles X. was very evident, and when Madame Cuvier wrote to him that peace was restored, but that all was uncertainty, he proceeded to England. The good people of this country could scarcely be convinced that he had not purposely fled from Paris to avoid the loss of his head; but Cuvier had nothing to fear, and the simple fact that he had left his wife behind, was quite sufficient to disprove to all who knew him, any thing like intentional absence on his part during the revolutionary storm. A diplomatist can scarcely find credit when he makes a straight forward statement; and the circumstances being of so suspicious a nature, the scientific views with which M. Cuvier really came to this country were thought to be a mere pretext. Accordingly he was assailed by condolences and compassion, which he received with surprise and almost amusement. He was, however, uneasy because he was not on the spot, and instead of remaining six weeks as he intended, he quitted London at the end of a fortnight. In 1831 appeared the seventh and eighth volumes of his Ichthyology, in 1832 he was created a Peer, was made President of the entire Council of State, reopened his course of lectures at the *College de France* on the History and Progress of Science, delivered the most impressive and remarkable introductory discourse which had ever saluted the ears of his audience; was seized with paralysis the same evening, and after five days' struggle, closed his earthly labors. Honors were paid to his remains such as perhaps have never before been paid to the savant; honors that gratify the agonized survivors, though they fail to impart consolation; this can alone be found in the reflection, that the loved one is enjoying happiness far beyond even our comprehension."

From the Michigan Journal of Education.

TOWN'S SPELLING BOOK.

We received a few weeks since from the hands of Prof. J. Orville Taylor, a copy of the third (or 83d, as it is styled,) edition of this work. The two reviews and the previous notices contained in the Journal, had reference solely to the first two editions.— Since these reviews were published, various papers throughout the country have united their opinion with ours in condemnation of this spelling book. Copies of notices contained in the National Intelligencer at Washington, in the New York Spectator, (copied from the Boston Recorder,) and in several other papers, will be inserted in the Journal. The Editor of the Cleveland Herald and Gazette, having examined the work, remarks, that our previous criticisms seem to be *merited* in all their severity. Prof. Taylor himself, while in the state admitted the justness of our former criticism, remarking at the same time, that a third edition had been issued, not liable to the same objections.— With the first two editions, therefore, we have done. It is conceded that they are full of errors. Our business now is with the third edition. We have *examined* it. We can not yet join the editor of the Common School Assistant in his EUREKA. The Superintendent has examined this edition. Other able men in the state have done likewise. Their decision is the same as ours, viz: that the 3d edition is *unfit to be introduced into our schools*. Had the two former works been considered fit books to be introduced, they would have received the hearty sanction of the Superintendent of Public Instruction, and would have been inserted in his list of recommendations for school books, called for by a joint resolution of our legislature during the last session.— Neither the first two nor the last edition, (based as it is on the same *principles* as the former,) are thought to be the proper spelling book, to recommend for use in the schools of Michigan.

The object of our legislators was a wise one, in making it the duty of the Superintendent to examine into the merits of school books, and recommend such as are fit to be introduced into our schools. It was their desire to ensure greater uniformity and procure the best books. Acting under their patronage, it is our duty (as it is the duty of all whom they choose as agents to carry out their will in any way,) to *co-operate* with them, for the best good, not only of the present, but of the rising generation. We should deem ourselves regardless of our *duty*, did we hesitate or fail to express our disapprobation of a work, deemed so unfit to accomplish the object of their duties.

Great efforts are being made to introduce it into the state, we trust with no other than a philanthropic object. We leave the mat-

ter with the people. We desire them to examine the book. If they will do this, we have no fears as to their decision. In the mean time we ask leave to submit to their judgment, the following criticism, furnished us by a friend, who is abundantly able to decide on the merits of the book. We earnestly commend it to the attention of all who feel an interest in the success of sound education in the state.

TOWN'S SPELLING BOOK.

We have on our table the third edition of this work, "critically revised and corrected." It brings along with it the recommendations of Professor Bush, of the New York City University, Professor Anthon of Columbia College, Rev. Alexander Proudfit Corresponding Secretary of the New York City Colonization Society, and of EACH member of the 25th Congress of the United States. This long list of recommendations gives to the work a very imposing appearance. It will induce many a school instructor to desire its introduction into his school, and many a Board of School Inspectors to pronounce it "superior to any other Spelling Book in the English language." Such recommendations always have their influence. We have this daily illustrated in the case of certain medicines. When these medicines are sent about the country, they are always accompanied with hosts of recommendations, from persons who have been the subjects of their healing influence, and who otherwise must have gone to that bourne, from whence no traveller returns, or as Mr. Town would say, "*no pilgrim*" returns.— These medicines and Town's Spelling Books are upon an equality in this respect, and whether they will have the same fate must depend upon a generous and sometimes too confiding public.

The national recommendation says that "a copy of the work having been previously put into the hands of EACH member of Congress and EXAMINED, the following resolution was *unanimously* adopted in the Hall of the House of Representatives."

"Resolved, That in consideration of the superior excellence of Town's Spelling Book, which is so happily arranged as to teach the *meaning* at the same time it does the *spelling* of words, we strongly recommend it to all our schools as the national uniform Spelling Book."

We propose to give a brief history of the resolution, and of the meeting where it is said to have originated.

Sometime in December last past it was announced in Washington, that the American Common School Society had deputed J. Orville Taylor to deliver a lecture on common schools in the Hall of the House of Representatives. Application was made for the use of the Hall on the evening of the 13th of the month, and it was granted. For the purpose of ensuing a full audience, a handbill was issued and sent around the

city, containing an extract from the New York American of the happy manner in which Mr. Taylor lectured, and of the *thrilling* effect that he produced upon his audience. On the evening designated the Hall of the House of Representatives was filled with a large audience of the sterner and gentler sex. Hon. Wm. Cost Johnson was called to the Chair, and Mr. Stansbury appointed Secretary. Mr. Taylor ascended the platform in front of the Speaker's chair and delivered himself of an address. Near the conclusion he spoke of the importance of acquiring at the same time a knowledge of the *sign* and of the *thing signified*, and then alluded to the excellencies of Town's Spelling Book. He opened the work at the 93d page, and defined the word "cosmography." Some few copies of the book had been distributed about the Hall. These were taken up and opened at the page to which Mr. Taylor had directed attention. This was about all the examination that was had of Town's Spelling Book by EACH member of Congress on that evening.

Mr. Taylor was followed by Governor Barbour, who read a resolution that had been previously prepared, and then made a speech. A similar course was pursued by Francis S. Key, Attorney for the District of Columbia, and by Col. Wm. L. Stone, of the New York Commercial Advertiser. Mr. Taylor then introduced a resolution in favor of Town's Spelling Book, and nearly in the language that it now appears in the edition before us. Silence, deep and impressive ensued. No member of Congress seconded the resolution by a speech, or moved its reference to a standing or select committee. Col. Stone finally rose and suggested the propriety of a modification of the resolution, so as to make it only a recommendation to the public to examine the work. He also added a work of the Rev. Mr. Gallaudet, and perhaps one other work. Thus modified, the resolution passed—ayes some half dozen voices; noes none. But this was not the work of members of Congress. Only a portion of the members were present, and they were lookers on in Vienna, except Mr. Johnson, who was called to the chair, Mr. Titus who proposed a vote of thanks, and Mr. Menifee, who opened the meeting by making a nomination of the presiding officer.

We do not know in what manner the recommendations of Professors Bush and Anthon were obtained. Mr. Town calls a work of Professor Bush—"a work of profound research and of inestimable value." Professor Bush says to Mr. Town, "I have examined your work *thoroughly* and consider it *decidedly* superior to any work of *similar* design." We know of no work of *similar* design, except an old spelling book of our boyhood days and the late work of Mr. Sanders.

Having alluded to a few of the recommendations, we now come to the work itself,—

It proposes to teach the MEANING at the same time it does the SPELLING of words. It claims to give a knowledge of the SIGN and the THING SIGNIFIED at the same time. This it may sometimes do, if the defining word be one of familiar import—but it will generally be found that the scholar will be as devoid of ideas as the newspapers represent the boy to have been who was called upon by his instructor to define *ratio* and *proportion*."

"What is ratio, John?" said the instructor.

Ratio, sir?

Yes, ratio?

Oh! sir—ratio? Why ratio is proportion. Very well! But what is proportion?

Oh! proportion? sir—why proportion is ratio.

Certainly, but what are ratio and proportion both?

I can only answer one question at a time, replied the boy.

Mr. Town's scholars will often be in the situation of the boy defining ratio and proportion. They will tell him that a *beak* is a bill, and a bill a beak—but when asked to define beak and bill they will fail to answer the question. They have learned to read and spell words and to define them by other words, but they have no knowledge of "the thing signified." Ideas have found no place in their minds.

We like that system of teaching which communicates a knowledge of the things signified by the arbitrary signs,—the words of a language. It is the system of the mother when she gives her child a pretty play thing, and calls it by a name. It is her system when she gives it a little primer, containing pictures of Adam and Eve, a book, a cat, a dog, the hour glass, and the scythe of old time. This system has been adopted by many teachers, and by many writers of elementary works, and it has answered the highest expectations. We have seen several works compiled on the principle, and have observed, with pleasure, their happy influence upon the infant mind.

Mr. Town seems to repudiate pictures. There is not one in his whole book. By him *ideas* can only be communicated by words, ARBITRARY SIGNS. Ideas may be thus taught—but the defining word must always be more familiar to the scholar than the word defined. The idea conveyed by the defining word must have been previously acquired, or the defining of arbitrary signs by arbitrary signs, gives a knowledge of arbitrary signs only, and never the things signified by those signs. A child may be taught that a *beak* is a bill, and have no knowledge of the thing signified by the word "*bill*." Ideas of things are not often thus acquired, unless we adopt the language of Byron, and say "words are things." A *beak* is a bill. If a child has seen a bill, or learned that "the horny mouth of a bird" is a bill, then it will have an idea of the meaning of the word "*beak*," but not otherwise.

Mr. Town has omitted in his edition many words that he formerly considered synonymous, and inserted in his first and second editions. Criticism has probably led him to a more careful study of his dictionary. He has yet a Herculean labor before him, and when finished he will come to the sage conclusion, that the English language is not all made up of synonyms, or of words "*implying*" the same meaning, or "*a kind of*" the same meaning. When he has studied his native tongue "*philosophically and practically*," as it is used by standard authors, and by the millions, it will repent him of the evil of having sent forth to the world a spelling book, producing more confusion of ideas than existed of tongues on the plain of Shinar.

We will now introduce a few of Mr. Town's synonyms and leave our readers to judge whether they are so in fact. "*Fume is smoke*." Fume is the volatile parts of a thing flying away. Smoke is the visible exhalation from any thing burning. The lovers of wine often talk of its fume, but never of its smoke. Our rooms are often filled with smoke, from having badly constructed chimneys; but he would be a Townite, indeed, who should call the exhalation *fume*. "*A den is a cave*." The one is sometimes defined by the other, and yet we are not in the habit of saying, a cave of lions. Daniel was in the lion's *den*. "*Vast is great*," and great is vast.

"But lo! the dome, the *vast* and wondrous dome To which Diana's marvel was a cell."

Would *great* supply the place of *vast* in this distich? Lord Byron would say no, and for the simple reason that *great* did not imply of necessity a dome "enormously extensive." "*Sleek is smooth*." The paper that we are writing upon is smooth, not sleek. "*To flit is to fly*." A bird may fly swift or slow, but when it flits by us it moves with celerity. "*To frisk is to skip*." To skip as a transitive verb, implies to pass over. "*To soar is to rise*." We rise from our seat without soaring. To soar implies to rise aloft. "*To rub is to wipe*." To wipe is to rub softly. "*To skate is to slide*." To skate is to slide on skates, but we can slide on the soles of our shoes. "*Statute is a law*." We read in Blackstone of the written and unwritten law, but no where of an unwritten statute. A statute is the edict of a legislative body. "*To chuckle is to laugh*." To chuckle is to laugh heartily. "*To dislike is to hate*." To dislike is to hate moderately. "*To grovel is to creep*." Milton says "to creep and grovel on the ground." A vine creeps but it does not grovel. Creep and crawl are more nearly synonymous than creep and grovel. "*To scamper is to run*." To scamper is to run with speed. "*A surge is a wave*." A surge is a large wave. "*A riddle is a sieve*." A sieve is an utensil to separate flour from bran; a riddle is used for cleaning grain. "*Glossy is smooth*." A

thing is smooth that has an even service, but to be glossy that surface must be a shining one. "*To ballot is to vote*." We ballot with balls or pieces of paper; we can vote viva voce or by ballot. "*A thicket is a forest*." A thicket is a collection of trees closely set; but a forest is an extensive wood. "*Valuable is precious*." Precious is highly valuable.

To obviate the difficulties arising from "the converse application" of words, as definers, Mr. Town proposes the following rules. They make their first appearance in this edition.

"In defining nouns say, *a kind of*, or *implies*."

"In defining verbs say, *implies*, or *in some way to*."

"In defining adjectives, say, *state of being* or *quality of being*."

According to the first rule, fuel is *a kind of* wood, or it *implies* wood. Fuel is the aliment of fire, and that aliment may be wood, coal, peat, or any other combustible substance. Fuel then is neither wood nor *a kind of* wood, nor does it *imply* wood alone. To skate "*implies*" to slide, or "*in some way*" to slide. Very well. But does to slide imply to skate, or in some way to skate? Not by our Dictionary. A bullet *implies* a ball or *a kind of* ball. A bullet does imply a particular kind of ball—a ball of iron or lead for loading cannon or muskets. A ball, however, does not imply *a kind of* bullet, except when made of metal for the use of the cannon or musket. It is then called a bullet. The arbitrary sign, *ball*, is synonymous with the arbitrary sign bullet, in one of its uses only. A ball, however, is any thing made in a round form, whereas a bullet is a particular thing made in that form. "*A pair is the state or quality of being two*." A pair is two things—but two things suiting one another, or two things of a sort. A pair is necessarily two things, but two things do not necessarily constitute a pair, or the *state or quality of being* a pair.

This method of definition obviates some of the difficulties arising from defining a word by a word. When defining the variety of a species, or the species of a genus, it will answer to say "*a kind of*." For example, a trout is a kind of fish, a boar is a kind of beast, and clover is a kind of grass. But fish is not a kind of trout; a beast is not a kind of boar, and grass is not a kind of clover. By this method of defining varieties and species, you deal in generalities, and can convey no distinct ideas of the things described. When a child is told that a trout is a kind of fish, it may assimilate it to a whale, a shark, or a bull head. If brought up by the sea shore, where shell fish are plenty, it might suppose that a trout had the shell of an oyster or a clam, for an oyster and a clam are "*a kind of*" fish. We are willing, however, to tolerate this method of

definition for the want of a better—but we cannot allow a fish to be called a kind of clam, or grass a kind of clover. This would be downright murder.

We have another objection to this mode of definition. It presupposes a maturity of judgment on the part of young children that they do not often possess. Mind in its infancy has little capacity to decide whether one thing "implies" another, is "a kind of" another, or has "the state or quality of being" another. Here is work for the exercise of the reasoning faculties, and such work as the child of five or six years of age cannot well or profitably perform. That is the age of imitation and memory—

"Of young ideas painted on the mind
In the warm glowing colors fancy spreads
On objects not yet known."

We have done with the work before us. We have given it a careful examination and have come to the conclusion, that it ought not to have a place in our school rooms. And yet it will go there, and may for a time be a favorite with those who are fond of new things. It can never be a favorite with us until we become satisfied that it is better to learn error than truth, until we are convinced that our language is all made up of synonyms, or a kind of synonyms, and that a knowledge of ideas is to be acquired from defining arbitrary signs by arbitrary signs.

RELIGIOUS BELIEF.

I envy no quality of the intellect in others, be it genius, power, wit, or fancy; but if I could choose what would be most delightful, and I believe useful to me, I should prefer a firm religious belief to any other blessing; for it makes life a discipline of goodness; creates new hopes when all earthly hopes vanish; and throws over the decay, the destruction of existence, the most gorgeous of all lights; awakens life even in death, and from destruction and decay calls up beauty and divinity; makes an instrument of torture, and shame, the ladder of ascent to paradise; and, far above all combinations of earthly hopes, calls up the most delightful visions of palms and amaranthes, the garden of the blest, the security of everlasting joys; where the sensualist and the skeptic view only gloom, decay, annihilation, and despair!—*Sir H. Davy.*

EDUCATION IN TEXAS.—Yes, in Texas the people are making provisions for the education of their children, so true it is that wherever a democratic government exists, one of the first objects that attracts the attention of the people is popular education. Universal education and liberty must forever go hand in hand; with education and virtue, a nation, though penniless, is able to do all things; without these, a nation whatever may be its wealth in gold and silver, and houses and lands, is still but one step removed from the extreme of misery.

WAYNE COUNTY COMMON SCHOOL ASSOCIATION.

A meeting of this Association was held at the Court House in Wooster, Ohio, July 6, 1839.

On motion it was *Resolved*, That the Eclectic Series of School Books, consisting of the

ECLECTIC PRIMER,
ECLECTIC SPELLING BOOK,
ECLECTIC FIRST READER,
ECLECTIC SECOND READER,
ECLECTIC THIRD READER,
ECLECTIC FOURTH READER,
RAY'S ECLECTIC ARITHMETIC,
RAY'S LITTLE ARITHMETIC,
MISS BEECHER'S MORAL INSTRUCTOR,
MANSFIELD'S POLITICAL GRAMMAR,

be introduced into the schools of this county.

On motion, *Resolved*, That a committee of three be appointed to report a series of Questions to be propounded, and an answer to each question required from each Teacher, to be given in writing, and handed to J. C. Taylor, one of the Examiners, or dropped into the Post Office in Wooster, at least three weeks before the next meeting of the Association.

The Committee report the following Questions:

1. In what township and district is your school house situated?
2. What is its size, length, breadth, and height?
3. What kind of seats and how arranged?
4. What time has been lost for want of fuel?
5. What is the number of regular scholars?
6. What branches taught. Also give a complete list of all the books used in the school.
7. Have parents and teachers visited your school often?
8. What is the state of morals in your district?
9. Are evening schools taught?
10. What punishments are used in school?
11. Have parents taken much interest in your school?
12. How much does your district usually pay its teacher?
13. How many months is your school taught in a year?
14. How many children who do not attend school, and what are the causes of their not attending?
15. What kind of school house would be most convenient?

On motion, *Resolved*, That the meeting adjourn to the second Saturday in September next.

From the Teacher.

HATS AND BONNETS.

The master of a district school was accidentally looking out of the window one day, and he saw one of the boys throwing stones

at a hat, which was put up for that purpose upon the fence.

He said nothing about it at the time, but made a memorandum of the occurrence, that he might bring it before the school, at the proper time. When the hour, set apart for attending to the general business of the school, had arrived, and all were still, he said,

"I saw one of the boys throwing stones at a hat to-day, did he do right or wrong?"

There were one or two faint murmurs which sounded like 'Wrong,' but the boys generally made no answer.

"Perhaps it depends a little upon the question whose hat it was. Do you think it does depend upon that?"

"Yes sir."

"Well, suppose then it was not his own hat, and he was throwing stones at it without the owner's consent, would it be plain in that case, whether he was doing right or wrong?"

"Yes sir; wrong," was the universal reply.

"Suppose it was his own hat, would he have been right? Has a boy a right to do what he pleases with his own hat?"

"Yes sir," "Yes sir," "No sir," "No sir," answered the boys confusedly.

"I do not know whose hat it was. If the boy who did it is willing to rise and tell me, it will help us to decide this question."

The boy knowing that a severe punishment was not in such a case to be anticipated, and in fact, apparently pleased with the idea of exonerating himself from the blame of wilfully injuring the property of another, rose and said,

"I suppose it was I, sir, who did it, and it was my own hat."

"Well," said the master, "I am glad you are willing to tell frankly how it was; but let us look at this case. There are two senses in which a hat may be said to belong to any person. It may belong to him because he bought it and paid for it. In other words a person may have a hat, as his property, or he may have it only as a part of his dress. Now you see, that according to the first of these senses, all the hats in this school, belong to your fathers. There is not in fact a single boy in this school who has a hat of his own."

The boys laughed.

"Is not this the fact?"

"Yes sir."

"It certainly is so, though I suppose James did not consider it. Your fathers bought your hats. They worked for them, and paid for them. You are only the wearers, and consequently every generous boy, and in fact every honest boy, will be careful of the property which is entrusted to him, but which strictly speaking is not his own."

A man who gives his children habits of truth industry and frugality, provides for them better than by giving them a stock of money.

MUSIC IN THE FRENCH PUBLIC SCHOOLS.

We have received from Paris the prospectus of a "Musical Manual, for the use of colleges, institutions, schools and courses of musical instruction." It is to "comprehend all modes of teaching, the text and the music in different parts, exercises for reading notes and singing being separated. The author of this work is M. B. Wilhem, so well known for his devotion to the introduction of this branch of education, whom we mentioned in our former notice. It has been approved and recommended by the Royal Council of Public Instruction, and adopted by the Society of Elementary Instruction.

The author remarks, that although there is a general benevolent wish for doing good to the young, throughout France, that alone without active and persevering labor to accomplish it, will be of no avail. The soil, with all its fertility, cannot be brought to yield its harvests, without the assiduous care of the husbandman; and those who have been the first to perceive and declare the need of an improvement, ought to step forward with promptitude to sustain the labors required for its accomplishment.

On the 12th of June 1823, as we learn from the Prospectus, Mr. Gerando first proposed to the Society for Elementary Instruction, to teach social music in the primary schools, which was immediately accepted. A few days after, meeting Beranger, he remarked—"We are trying to make arrangements to introduce singing into the schools: do you know a musician?" "Yes, I have the man for you," replied Beranger; and the next day he had an interview with Wilhem. Wilhem soon devised a method, which was thoroughly examined, tried, and adopted by the Society for Elementary Instruction, introduced first in the schools under its charge, and some of those of the city of Paris, and afterwards into the principal cities of France.

"It is thus," remarks the prospectus, "that instruction in the elements of vocal music has gained a footing in our country. The government now perceive its importance, and embraced it within its system: the University has recently approved and recommended the method of Mr. Wilhem, and sent it to all the primary normal schools.—After more than fifteen years of laborious and continued efforts, Mr. Wilhem has rendered his method easy of practice and but little expensive; and to such a degree of excellence has he raised it, that it receives the preference over all others, even those adopted in Germany."

We have not yet received the work thus announced; but we assure our musical readers, that we hope to have an opportunity ere long to give them more particular information about it. Especially do we desire to be able to furnish those who may wish to engage in the instruction of music in our

schools, with such hints as may enable to make a practical trial of the principles of Mr. Wilhem, thus highly commended. We notice with pleasure one feature disclosed in the plan of the manual now publishing in France under his direction, which shows that our own suggestions to teachers, published in a previous number of the Connecticut Common School Journal, are in accordance with those of the publishers, viz. in offering all methods, the better to enable those who are about to make experiments, to adopt such as they find best adapted to their abilities and circumstances.

POPULAR EDUCATION IN ENGLAND.

NORMAL SCHOOLS.

From an article in the Educator, it would seem that England is about to take some efficient measures to promote popular education. The Queen has directed Lord John Russell, to form a board of Education, to consist for the present of the Lord President of the Council,—the Lord Privy Seal, the Chancellor of the Exchequer, the Secretary of State for the Home Department, and the Master of the Mint. In the communication of Lord John Russell, to the Marquis of Lansdowne, signifying the commands of her Majesty, the former remarks—

"That among the chief defects yet subsisting may be reckoned the insufficient number of qualified schoolmasters, the imperfect mode of teaching which prevails in, perhaps, the greater number of the schools, the absence of any sufficient inspection of the schools, and examination of the nature of the instruction given, the want of a Model school which might serve for the example of those Societies and Committees which anxiously seek to improve their own methods of teaching, and finally, the neglect of this great subject among the enactments of our voluminous legislation."

"It is proposed that the Board should be entrusted with the application of any sums which may be voted by Parliament for the purposes of education in England and Wales.

Among the first objects to which any grant may be applied, will be the establishment of a Normal School.

In such a school a body of schoolmasters may be formed, competent to assume the management of similar institutions in all parts of the country. In such a school likewise the best modes of teaching may be introduced, and those who wish to improve the schools of their neighborhood may have an opportunity of observing their results.

The Board will consider whether it may not be advisable, for some years, to apply a sum of money annually in aid of Normal Schools of the National, and of the British and Foreign School Societies.

They will likewise determine whether their means will allow them to afford gratuities to deserving schoolmasters; there is no class of men whose rewards are so dis-

proportionate to their usefulness to the community.

In any Normal or Model School to be established by the Board, four principal objects should be kept in view, viz:—

1. Religious Instruction.
2. General Instruction.
3. Moral Training.
4. Habits of Industry."

I beg leave, at the outset, to state my opinion, that the establishment of a normal school for training masters in the most perfect methods of communicating literary and industrial, as well as moral and religious instruction, is the most pressing and important of these objects, both in itself, and as being a necessary step to the attainment of the rest; and also the strong conviction which I entertain, that it should be a positive condition of such an establishment, that it should be so regulated, and provided with sufficient means to enable the teachers, who are trained there to acquire and to give such religious instructions as may be required at all ordinary schools, in the principles of the Church of England, without any exclusion of those who may be connected with such other religious persuasions as are known to prevail amongst a considerable portion of the population of the country, who may be desirous of, and should be enabled to receive similar instruction from their own ministers, subject to the control and superintendence of the authority under which the school will be placed.

That such a regulation should be distinctly promulgated and understood, appears to me indispensable for its success in diffusing widely those benefits which all are alike entitled to receive, and combining with the most approved methods of education the most solid foundation on which it can be placed.

By the late English papers, it appears that this Board have recently adopted a plan, by which the appropriation of all money voted by Parliament, for the purpose of promoting education, will be governed.

A teachers' seminary is to be founded, a school where the candidates for the office of teacher may acquire the knowledge necessary to the exercise of their future profession, and may be practised in the most approved methods of religious and moral training and instruction. This school is to include a model school, in which children of all ages are to be trained on the most approved methods; and the class room so constituted as to afford the candidate teacher an opportunity of attending each class, without distracting the attention of the children or teacher. Religious instruction is to be combined with the whole matter of education, and to regulate the entire system of discipline. Instruction in industry is to be included as a special department of the manual training of children. The physical and moral training of children in the model

school, is to be an object of special solicitude. The instruction of the teachers' department, is to be under the charge of a rector. A chaplain superintends the religious teaching, and inspectors are to be appointed, not exceeding at first two, who are to visit all the schools supported or aided by grants of public money, and to communicate information to the teachers of private as well as of public schools, as to any improvement in the art of teaching, and to report yearly the progress of education.

These inspectors are empowered to grant gratuities to such teachers as deserve encouragement.

WHAT WE CANNOT TEACH WE HAVE NOT LEARNED.

This important fact, though so generally realized by instructors with respect to themselves, is often too little felt in application to their pupils. If a teacher hears a person professing to be acquainted with any particular branch of knowledge, and wishes to bring him to a test, he naturally proposes to him to communicate it. So unless he finds on experiment that he himself can teach what he has studied, he is not satisfied that he fully comprehends it. Almost every teacher, probably, is ready to admit, that he has become thoroughly master of his knowledge since he began to instruct; and that knowledge is necessarily superficial in the mind of any one who is not well enough acquainted with it to communicate it to another.

Now we could wish to see this good test more commonly applied to the pupils in our schools. Let their teachers not content themselves with their passing an examination, or reciting in the usual way: but let them be set to teaching each other, at least occasionally if not regularly or often. Their success in such exercises will afford a far more certain ground of judgment concerning their proficiency. At the same time, those teachers who have had sufficient experience in a form of instruction, generally bear decided testimony to its utility as well to the general order and business of the school, as to the improvement of those who lend their exertions to the instruction of their comrades. *Com. Sch. Journal.*

AMERICAN SCHOOL LIBRARY.

We perceive by a New York paper that the Hon. John C. Spencer, Secretary of State and Superintendent of Common Schools, has undertaken the supervision of a plan to provide the school districts with libraries. Under the supervisory direction of this gentleman fifty volumes have been already published. The volumes issued embrace the subject of History, Voyages, Travels, Biography, Physical Science, and Belles Lettres, being intended not only for youth, but for persons of a mature age. We are gratified to observe that the present Su-

perintendent of that State has taken a strong hold of the subject of *Education*.—His predecessor was very able, and New York will long have cause to be thankful to him for his faithfulness and devotion to the common schools. Mr. Spencer, the present incumbent, is a gentleman of the highest legal attainments, and has long been an honor to the bar of that State.

Jour. of Education.

ALWAYS TEACH SOMETHING, AND BUT ONE THING AT A TIME.

From "Practical Education, by Maria Edgeworth and Richard Lovell Edgeworth."

"Children who have the habit of listening to words without understanding them, yawn and writhe with manifest symptoms of disgust, whenever they are compelled to hear sounds which convey no ideas to their minds. All supernumerary words should be avoided in cultivating the power of attention.

"A few years ago, a gentleman brought two Esquimaux to London. He wished to amuse, and at the same time to astonish them, with the magnificence of the metropolis. For this purpose, after having equipped them like English gentlemen, he took them out one morning, to walk through the streets of London. They walked for several hours in silence; they expressed neither pleasure nor admiration at any thing they saw. When their walk was ended, they appeared uncommonly melancholy and stupified. As soon as they got home, they sat down, with their elbows upon their knees, and hid their faces between their hands. The only words they could be brought to utter were: 'Too much smoke—too much noise—too much houses—too much men—too much every thing.'

"Some people who attend public lectures on natural philosophy, with the expectation of being much amused and instructed, go home with feelings similar to those of the poor Esquimaux; they feel that they have had too much of every thing. The lecturer has not had time to explain his terms, nor to repeat them till they are distinct in the memory of his audience. With children, every mode of instruction must be hurtful, which fatigues attention; therefore a skilful instructor will, as much as possible, avoid the manner of teaching, to which the public lecturer is in some degree compelled by his situation."

ANECDOTE OF BURCKHARDT.—Burckhardt, after having an audience of the pacha of Egypt, was called back; and the pacha said to him, "you speak Arabic with too much purity to have learned it merely by conversation. You are a German or an Englishman, and travelling about to write a book; say at least in it, that you did not succeed in deceiving an Oriental. You have learned every thing very well, but I have found you out by your feet, which are not those of an

Arab, but have been long cramped in shoes." On the road to Mecca provisions are often scarce, he put some bread, which had been in his sleeve. Upon this, a Turk said to him, "now I have discovered you! you are a Christian dog, and because you did not trust Providence, for a single day, you have stolen the bread."

LAWFUL REVENGE.—Many years since says an exchange, a gentleman of Newington, a parish of Wetherfield, Connecticut, who was a very religious and conscientious man, married one of the most ill-natured and troublesome women which could be found in the vicinity. This occasioned universal surprise wherever he was known, and one of his neighbors ventured to ask him the reason which governed his choice. He replied that having but little trouble in the world, he was afraid of being too much attached to things of time and sense, and he thought by experiencing some afflictions, he should become more weaned from the world; and that he married such a woman as he thought would accomplish this object.

The best part of the story is, that the wife hearing the reason why he married her, was much offended, and out of revenge, became one of the most pleasant and dutiful wives in the whole town; declaring that she was not going to be made a pack-horse to carry a husband to heaven.—*N. O. Times.*

A CLOCK.—There ought to be a Time-piece, of some kind, in every schoolroom, so placed that all the children can see it.—It relieves their bodies by its assurances that the time of relaxation is approaching; and it stimulates their minds by its admonition, that the sands of life are wasting.

A SENSIBLE PRAYER.—A backwoodsman about to encounter a bear in the forest, and distrusting his own strength a little, made the following sensible prayer:

"Oh Lord! here's going to be one of the greatest bear fights you ever did see! Oh Lord, help me—but if you can't help me, for God's sake don't help the bear!"

The secret of Dante's struggle through life was in the reckless sarcasm of his answer to the Prince of Verona, who asked him how he could account for the fact, that in the household of princes, the court fool was in greater favor than the philosopher, "Similarity of minds," said the fierce genius, "is all over the world the source of friendship."

There is a weapon surer set
And better than the bayonet,
A weapon that comes down as still
As snow flakes fall upon the sod,
But executes a freeman's will
As lightning does the will of God,
And from its force nor bolts nor locks
Shall shield them—'tis the ballot box.

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